

(September to December, 1925.  
January to March, 1926, in the Dominions.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLER).

#### FORM III.

PUPILS' NAMES.....

#### Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated.

*Old Testament History*,\* by T. M. Hardwick and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. III., pp. 1-83. (Selections from *I. Samuel*, chapters 1-26). *The Saviour of the World*,\* Vol. III. (P.N.E.U. Office, 3/-), pp. 1-65, with Bible passages from index. *The Acts of the Apostles*,\* by E. M. Knox (Macmillan, 4/6), pp. 236-278, with Bible Text.

Optional: (a) S.P.C.K. *Bible Atlas*\* (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 123-152. (c) *Helps to the Study of the Bible* (Oxford Press, 4/-). (d) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 3/-), pp. 58-73, with lessons on Advent and Christmas.

For Sunday Reading (optional):

(a) *An English Church History for Children*, Vol. I., by M. Shipley (Methuen, 4/6), pp. 183-241. (b) *How to Read the Bible*, by J. Paterson Smyth (Sampson Low, 2/-). Part III., ch. iv. to the end. (c) *Ruskin's Ethics of the Dust* (Allen & Unwin, 2/6). (d) *Tennyson's Poems* (any complete edition, e.g., Oxford Press, 3/6). (e) *The Last Secrets*, by J. Buchan (Nelson, 5/-).

† The 103rd term of work set since the Parents' Union School began.



### Sunday Occupations:

A Book of Centuries (see notes by Miss Bernau, P.N.E.U. Office, 4d.). Choose and inscribe texts and mottoes, in beautiful lettering (see "Bridges"), on good paper or vellum.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1925). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

### Writing.

*A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *Macbeth*, and other books set.

### Dictation (*A New Handwriting* to be used).

Two or three pages or a passage (to be prepared first) from a newspaper, or, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); a paragraph to be then dictated.

### Composition. (Oral or written narration each day.)

(See Meiklejohn, pp. 176-188; Prosody, 194-205.)

Write on (a) some subject in "Literature," (b) the news of the week, (c) some historical or allegorical subject taken from the Programme, (d) ballads, *that must scan*, on heroic deeds, using the metre of poems set in term's work. Doggerel must not be written. Take the P.U.S. Magazine (2/8 a year, c/o Miss N. Pott, P.N.E.U. Office), and send a contribution in verse or prose.

### English Grammar. (See N.B. 3.)

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (pp. 86-115). Meiklejohn's *A New Grammar of the English Tongue*\* (4/-), pp. 175-185; 132-142.

### Literature (including holiday and evening reading).

*The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 620-679. Shakespeare's *Macbeth*\* (Blackie, Plaintext, 6d.). Scott's *The Pirate*\* (Dent, 2/-). Palgrave's *Golden Treasury*\* (Dent, 2/-). *Poems of To-day*,\* Vol. I. (Sidgwick & Jackson, 2/-): read the poems of six poets. Tennyson's *Poems*\* (Bell, 10d.).

### English History.

Arnold Forster's *A History of England*\* (Cassell, 8/6), pp. 783-836 (1860-1918), chapters 76-80 inclusive. Finish a chart of the 19th Century (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (Times Office direct, 6/- a year).

### General History.

*The Story of Mankind*, by H. Van Loon (Harrap, 12/6), pp. 427-471, or, *Days to Remember*\* (The Great War), by J. Buchan and H. Newbolt (Nelson, 1/9): Part I., ch. 3; II., 5, 9, 12-15; III. and VI.

*The British Museum for Children*,\* by Frances Epps (P.N.E.U. Office, 3/3), chapter 9: teacher study preface. British Museum Postcards, Series 34 (1/-, direct from British Museum). *Stories from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 26-53.

Keep a Book of Centuries (P.N.E.U. Office, 1/9, notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General).

### Citizenship.

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 1-23. North's Plutarch's *Lives: Pericles*\* (Blackie, 1/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Golden Fleece*,\* by L. S. Wood (Oxford Press, 3/6), pp. 90-122.

### Geography (see N.B. 9).

In all cases, "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

(1) *Some Great Regions of the World*\* (Cambridge Press, 4/-), pp. 16-20 and 82-131 (Japan, China, Egypt). (2) *Days to Remember*,\* Part IV. (3) Geikie's *Physical Geography*\* (Macmillan, 1/9), sections 148-186. (4) Philip's *Modern School Atlas of Comparative and Commercial Geography*\* (7/6).

Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercise on maps of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

### Natural History and Botany.<sup>1</sup>

*The Study of Plant Life*,\* by H. C. Stopes (Blackie, 6/-), pp. 86-103; 123-140; find and describe wild fruits and

<sup>1</sup> For teachers (a) in the Tropics: *Plant Studies*, by I. C. Fortey (Blackie, 2/-); (b) in America: *First Studies of Plant Life*, by G. F. Atkinson (American edition, Ginn, 4/6). Subjects according to season or as in programme.



mosses, see autumn *Parents' Reviews* (see also suggestions 9 and 10, page 195). *Winners in Life's Race*,\* by Mrs. Fisher (Macmillan, 6/-), pp. 240-279; watch and make sketches of animals easily seen.

Keep a Nature Note-Book (P.N.E.U. Office, interleaved 2/3, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-of-door work see special studies for the term. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-); *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), may be used.

#### General Science.

*Architecture*,\* by G. Wynne (Jack, 3/6), pp. 86-102. *The Fairyland of Science*,\* by Mrs. Fisher (Macmillan, 6/-), pp. 100-149. (Work of ice and water; sound:—make personal out-door observations with notes).

#### Picture Talk.

Study, describe (and draw from memory details of) six reproductions\* of pictures by Dirk Bouts (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, September, 1925, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

#### Arithmetic. (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic*,\* (Bell, 2/3), pp. 58-71, or continue. Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teachers may find useful: *Unconventional Arithmetical Examples*, by R. S. Williams (Cambridge Press, 3/-).

#### Geometry. (See N.B. 3.)

*A Shorter School Geometry*,\* by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 60-73, 100-103.

*The School Set of Mathematical Instruments* (Macmillan, 1/6).

#### Algebra. (See N.B. 3.)

*A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 56-65, 67-71.

#### German.<sup>1</sup> (See N.B. 3.)

*Primary German Course*,\* by O. Siepmann (Macmillan, 5/-), Lessons 22-25 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

<sup>1</sup> Schools may substitute Irish or Welsh.

or, preferably, Italian.<sup>1</sup> (See N.B. 3.)

Perini's *Italian Conversation Grammar*\* (Hachette, 6/6), work Exercises 7-10, taking only necessary grammar. Learn sentences p. 217. For narration: five stories from *Cento Racconti per Fanciulli*\* (P.N.E.U. Office, 1/8).

#### Latin. (See N.B. 3.)

*Gradatim*\* (Longmans, 2/-); translations 91-94, 101, 104, 105, inclusive, for narration, taking necessary grammar from Dr. Smith's *First Latin Course*\* (Murray, 4/-), see sections xxviii., xxxiii., xxxiv.; participles of sum, capio, and the 4 conjugations.

#### French. (See N.B. 3.)

*Primary French Course*,\* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 19-22 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Histoire d'un Chien*\* (Hachette, 9d.); parse two pages. Read several poems and learn one from *Recueil de Poèmes*,\* by J. Molmy, Vol. II. (Blackie, 6d.).

#### Drawing.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Illustrations of scenes from Literature. Sketches of animals. Memory drawings. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

#### Musical Appreciation.

Beethoven: *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6). *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-). *Musical Groundwork*, by F. H. Siera (Oxford Press, 3/6), Term III.

#### Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons; Psalms 145, 146; a hymn. A scene from *Macbeth*, or, 60 lines from Tennyson or from Kipling's *A Choice of Songs*\* (Methuen, 2/-).

#### Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 186-215. Mrs. Bishop's *Unbeaten Tracks in Japan* (Murray, 2/6), or, read from *A Thousand Miles on Rivers and Lakes of Europe*, by J. Macgregor (Sampson Low, 2/6).

#### Music.

Choose and learn a suitable composition from *The Term's Music* (Beethoven).



### Singing.

Three French songs, *French Songs with Music* (Blackie, 6d.). Three English songs, including Christmas carols, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, \* complete with music 6/-), or from *Christmas Carols: First Series*, edited by Sir J. Stainer (Novello, 1/6). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 3/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 33, 34 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

### Drill, etc. (Choose new work.)

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

### Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Cooking: *The Tried Favourites' Cookery Book* (Marshall, 2/6). Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Heaton's *Card-board Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet Lane, Leeds). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): make a garment. Make Christmas presents, e.g., Papier mâché bowls (Dryad leaflet, No. 15, 4d.). Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). Help the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, and *An Essay towards a Philosophy of Education*, 10/6, by C. M. Mason (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. may work together in all history and literature subjects.

N.B. 2.—Each pupil should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. Books from "Music" onwards are advisable but optional.

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form. Children should spend two years in Form III., ages, say, 12-14.

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each,

and Cambridge paper for the Examination, 1/- for 4 quires (*not less*), single and double lines; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/6, metal, 9d), School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work in the Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—The P.U.S. Magazine is for present pupils, and is especially recommended to families and to those schools who have no magazine of their own. It is obtainable from the P.N.E.U. Office, price 2/8 yearly.

N.B. 8.—Members are asked to remember that an average child should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 9.—During the revision of the *Ambleside Geography Books*, alternative work will be set. This will not prevent those members who wish to do so from continuing to use Book IV., pp. 142-187 and 298-301 (Germany, Austria, etc.), with *The Reconstruction of Europe* (P.N.E.U. Office, 9d.), or, the same countries in *The New Europe*, by N. B. Allen (Ginn, 4/6), with omissions.

N.B. 10.—All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.



# Parents' National Educational Union.

## The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

### FORM III.

PUPILS' NAMES.....

#### Bible Lessons.

- I. 1. On what occasions were the following words used?—  
(a), "I have lent him to the Lord," (b), "What shall we do to the Ark of the Lord?" (c), "Gather all Israel to Mizpeh," (d), "Is Saul also among the prophets?" Tell the whole story in two cases.
2. Give some account of (a), David's life at the Court of Saul, (b), David as an outlaw.
- II. 1. "He saw in a vision a man of Macedonia saying, 'Come over and help us.'" How did St. Paul answer this appeal? What do you know of the Church at Philippi?
2. Describe (a), St. Paul himself and, (b), the audience before which he stood on the Areopagus. What were the chief points of his address?
3. "Art Thou He that should come, or look we for another?" What was our Lord's answer, and how did He testify to John the Baptist? What lessons may we learn?

Writing (Writing is also considered in each answer).

Write ten lines of poetry from memory.

Dictation (unprepared) (Spelling is also considered separately in each answer).

*The Pirate*, chapter x., "It was a mild . . . before him."

#### Composition.

1. Write in prose, or, some verses (which must scan), on one of the following,—(a), The Pact of Locarno, (b), Queen Alexandra, (c), an autumn sunset, (d), Orpheus, (e), one of the "last secrets" discovered by man.
2. Narrate a scene in which one of the following plays a part,—"Lady Macbeth," "Norna of the Fitful Head," "Claude Halero," "Banquo."



#### English Grammar.

1. Analyse, parsing the words in italics,—

*"Before him, like a blood-red flag,  
The bright flamingoes flew,  
From morn till night he followed their flight  
O'er plains where the tamarind grew,  
Till he saw the roofs of Caffre huts  
And the ocean rose to view."*

2. Give six examples to show of what the Subject of a sentence may consist. Show, in sentences, four ways in which (a), the Subject, (b), the Predicate, may be enlarged by phrases.
3. Mention words in which the following suffixes are used,—age, le, ment, our, ty, able, sis, lent, tude, icle. Give the meaning of each suffix as far as you can.

#### Literature.

1. Write a short account of "The Sage of Chelsea."
2. What poems by Tennyson have you read? Narrate, in writing, one long one, or two short ones, quoting any lines that have struck you.
3. What do you know of the early life of Charles Dickens? Narrate a scene from one of his books that you have read.

#### English History.

1. What steps on the path of freedom have been taken since 1815 with regard to (a), freedom of thought, (b), Parliamentary voting, (c), the freedom of the individual?
2. "The fair new forms . . . like truths of science waiting to be caught." Write a short account of three of these new forms that men have "caught" in the 19th and 20th centuries.
3. What events led to the Union of South Africa?
4. For what reason did each of the following countries take part in the Great War,—Austria, Germany, Belgium, France, Russia, England? How was the war brought to an end?

#### General History.

1. Give examples to show that in all ages people have cared for "the pleasant realm of Art."
- or, 1 "The first battle of the Marne may well rank as the greatest . . . contest of the war." Explain this. Mention a victory that fell to (a), Canada, (b), South Africa, (c), Australia.
2. Write a short account of Gautama Buddha.
3. Give some account, with reference to the British Museum, of the great Pyramid Builders.

#### Citizenship.

1. Mention some of the "Officers of State" in Mansoul. What is the work of (a), Hunger, (b), Restlessness, (c), Rest? Show that each has a Daemon.
2. How did Pericles seek to win the favour of the people? Why did Pericles decide to make Athens a city of great beauty and by what means did he carry out his plans?
3. Give a short account of the Domestic System which marked the transition from the Craft Guild to the Factory System.

#### Geography.

1. Describe the situation and physical features of the Empire of Japan, giving a rough sketch map,
- or, 1. What changes did the Peace Treaty of 1918 make for Germany? What do you know of (a) the Harz Mountains, (b), the Black Forest, (c), Saxon Switzerland?
2. Give some account of the Chinese, their manners, customs and government,
- or, 2. Give some account (with a map) of Austria and its recent changes.
3. Describe with a plan the Battle of the Falkland Islands,
- or, 3. How is the formation of soil to be accounted for?

#### Natural History and Botany.

1. Give some account of the monkeys of (a), the New World, (b), the Old World. How would you recognize a baboon, a chimpanzee and an ouran-outang?
2. What are the three characteristics of the vegetable-feeding animals? Show that they are to be found in every part of the world.
3. Describe, with drawings (a), three stem-sections you have examined, (b), four kinds of mosses you have found.

#### General Science and Architecture.

1. Explain, with a rough diagram of the ear, how we hear a sound.
2. Distinguish between a noise and musical notes, and illustrate by a diagram the fact that different notes make different sound waves.
3. How would you recognize the three Gothic styles? Describe any example you have seen.

#### Picture Study.

1. Describe "St. Luke Painting the Virgin," by Dirk Bouts.



### Arithmetic.

1. Find the value of  $£326 : 5 : 10\frac{1}{2} \times 12\frac{2}{3}$ .
2. Simplify:  $\frac{1}{3} \div \frac{1}{6} - \frac{1}{2} \times \frac{1}{3}$ .
3. If a cart holds 2 tons 1 cwt. 3 qrs. 7 lbs. how often would it have to return to remove 60 tons 12 cwt. 2 qrs. 7 lbs.?

### Geometry.

1. If a triangle have 2 angles and a side equal to 2 angles and a corresponding side of another triangle, the triangles are congruent.
2. Draw a straight line perpendicular to a given straight line from a given point outside it.
3. A man on the bank of a river sees a tree on the other bank directly opposite. He walks a certain distance along the edge and puts a tall stick in the ground, continues for the same distance along the edge, then turns at right angles from the river and walks till he sees the stick and the tree in one straight line. Show geometrically how and why he can thus find the breadth of the river.

### Algebra.

1. Solve the equation:  $0 = 3x - 5 + 2x - 12 - 7x - 9$ .
2. Write down the squares of:  $x + 5$ ;  $3ab + b^2$ ;  $7 - 3x$ .
3. From the sum of:  $\frac{1}{2}x - \frac{1}{3}y - \frac{1}{5}z$ ;  $\frac{1}{3}x + \frac{2}{3}y + \frac{1}{2}z$ ; and  $\frac{1}{6}x - \frac{1}{3}y - \frac{7}{10}z$  take  $\frac{2}{3}x + \frac{4}{5}z$ .

### German.

1. Tell, in German, the story of *Der listige Reisende*.
2. Make German sentences using the third person singular of (a), *fallen*, *nehmen*, *helfen*, Pres. Indic., (b), *rufen*, *reiten*, *verlieren*, Imperf. Indic., (c), *können*, *sterben*, Perf. Indic.
3. Use, in sentences, four prepositions governing the accusative and four governing the dative case.

### Italian.

1. Write, in Italian, one of the *Cento Racconti*.
2. Make six Italian sentences, using different tenses of the verbs: *entrare*, *cantare*, *parlare*, *trovare*, *studiare*, *comprare*.
3. Translate Ex. VIII., "Is there a table" to the end, teacher giving English.

### Latin.

1. Write the Future Indicative of *vereor* and of *loquor*.
2. Translate the first 3 sentences, English into Latin, of Exercise L (B), (*Principia Latina*), (teacher giving English).
3. (a), Translate *Gradatim*, § 101, to "*traxerunt*." (b), Write narration.

### French.

1. Tell, in French, (a), a story about "*Dragon*" and "*Samel*," or, (b), a description of *Le Jardin Public*, *Bordeaux*.
2. Give, with examples, some rules for the position of adjectives in French sentences.
3. Translate into French, sentences Nos. 12-21, p. 158, Siepmann, teacher giving English.

### Painting. (All work should be done with brush and in colour).

1. An original illustration for *Macbeth*, or, for *The Pirate*, with a title.
2. A cat, or a dog, in three positions.

### Musical Appreciation.

What music by Beethoven have you heard this term? Make a list, and say what you can about two of the compositions.

### Recitations.\*

Father to choose two Bible passages and a poem, or, a scene from *Macbeth*.

### Reading.\*

Father to choose a poem and a leading article from a newspaper.

### Singing.\*

Father to choose an English, a French and a German song, and three exercises.

### Drill.\*

Report progress.

### Work.\*

Outside friend to examine. List of work completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 7th. Papers to be posted on Saturday, the 12th, with no other enclosure. (Please note that the Examiners take 7 weeks from the 12th.)

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, (c) the name of the member does not appear, or (d) the totals of parents' marks are not given.



N.B. 4.—Cambridge paper must be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string by the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.